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ABSTRACT

Summarized in the final report is product development of the 5-year Conceptual Project in Child Variance which attempted to organize the literature on emotional disturbance in children through a review of theories and models of child variance, extant interventions, major care delivery systems, and implications for the future. Listed are participants in the research which is reported in each of the four published volumes resulting from the project. Noted is publication of a fifth volume of conference proceedings, an exercise book describing training activities, and a set of video tapes. Current dissemination activities are summarized and graphed. (DB)

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FINAL REPORT

THE CONCEPTUAL PROJECT IN CHILD VARIANCE

THE INSTITUTE FOR THE STUDY OF MENTAL RETARDATION AND RELATED DISABILITIES

THE UNIVERSITY OF MICHIGAN

ANN ARBOR, MICHIGAN

1970-75

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FINAL REPORT

THE CONCEPTUAL PROJECT

The Conceptual Project in Child Variance was initiated to order and organize the divergent literature dealing with the problem of emotional disturbance in children, from many different viewpoints. In this field, one is confronted with a bewildering array of conflicting, unrelated, and often inconsistent studies, theories, and models. The goal of the Project is to bring some consistency to this body of literature, to do research on means of comparing and contrasting the varying perspectives on child variance, and to disseminate the results to workers in related fields.

The Project has divided this task into several separate phases:

1. A review of extant theories and models of child variance. The range of such models has been collected under six headings: (a) biophysical, (b) behavioral and learning-theoretical, (c) psychodynamic, (d) sociological, (e) ecological, and (f) countertheoretical
2. A review of extant interventions and caring techniques flowing from the six models listed above.
3. A review of the major care delivery systems offering services to variant and deviant children. The major behavior-regulating and care taking institutions under scrutiny are: (a) education, (b) mental health, (c) social welfare, (d) legal-corrections, (e) religious agencies, and (f) alternatives to public agencies. In each of these sets of institutions, research has been conducted into its history and its current operating patterns. Also included is a detailed case study of each type of agency in an actual field setting.
4. A review of implications for the future, through a consideration of the response of the new "multirealist" to current problems of society, and a description of counterinstitutional alternatives to traditional care establishments. It concludes with predictions for the future of care giving in the next decade.

Research has been completed and authenticated for all phases. A Study of Child Variance, Volumes I-IV, is the result of the research carried out by

the Project. Volume V, Conference Proceedings reports the proceedings of conferences held each year in connection with the various phases of the Project.

A Study of Child Variance, Volume I: Conceptual Models focuses on the theoretical aspects of the different models, the distinctive views of the etiology of and dynamics of childhood disturbances. (These six perspectives were identified: biogenic, psychodynamic, behavioral, sociological, ecological, and countertheoretical.) Volume II: Interventions describes the treatment methods flowing from the different models. Volume III: Service Delivery Systems investigates the institutions delivering services to children, which are also based on the models in various ways. Volume IV: The Future draws from the four-year experience of the Project, to speculate about the future, and the place of child care professionals in it.

The research reports contained in Volumes I-IV were prepared by graduate students, under the supervision of and in consultation with experts in the different fields around the country. Participating in this phase of the Project were:

Volume I:

Dr. Jay Birnbrauer, Professor of Psychology, The University of North Carolina, Chapel Hill, North Carolina
Dr. Jane Kessler, Professor of Psychology, Case Western Reserve University, Cleveland, Ohio
Dr. William Rhodes, Professor of Psychology, The University of Michigan, Ann Arbor, Michigan
Dr. Bernard Rimland, Director, Institute for Child Behavioral Research, San Diego, California
Dr. Thomas Scheff, Chairman of the Department of Sociology, University of California at Santa Barbara, Santa Barbara, California
Dr. Michael Tracy, Assistant Professor of Education, Indiana University, Bloomington, Indiana
Dr. Edwin Willems, Professor of Psychology, The University of Houston, Houston, Texas
Dr. Everett Reimer, Professor, University of Puerto Rico, San Juan, Puerto Rico
Dr. Peter Knoblock, Professor, Syracuse University, Syracuse, New York
Dr. Herbert Grossman, Professor, Tuskegee Institute, Tuskegee, Alabama
Dr. Matthew Trippe, Professor, University of Michigan, Ann Arbor, Michigan

Volume II:

Dr. Allan Cott, practicing physician and psychiatrist, New York City, Medical Director, Churchill School for Children with Learning Disabilities, New York
Dr. LaMar Empey, Sociologist, University of Southern California, Los Angeles, California
Dr. Carl Fenichel, Director, The League School for Severely Disturbed Children, Brooklyn, New York
Dr. Jeannine Guindon, Director, The New School of Psycho-education, University of Montreal, Montreal, Quebec
Dr. Sabin Head, Principal Investigator, The Conceptual Project in Child Variance, ISMRRD, The University of Michigan, Ann Arbor, Michigan

Mr. Peter Marin, former Director of Pacific High School of Los Gatos, California, now a free lance writer
Dr. K. Daniel O'Leary, Clinical Psychologist, State University of New York, Stony Brook, New York
Dr. Humphry Osmond, Director, Bureau of Research in Neurology and Psychiatry, State of New Jersey, Princeton, New Jersey
Dr. William Rhodes, Director, The Conceptual Project in Child Variance, Professor of Psychology, Education and Public Health, The University of Michigan, Ann Arbor, Michigan
Dr. Michael Tracy, Associate Professor of Education, The University of Indiana at Bloomington, Bloomington, Indiana
Dr. Matthew Trippe, Professor of Education, The University of Michigan, Ann Arbor, Michigan

Volume III:

Dr. Richard Cloward, Professor of Social Science, Columbia University, New York
Mr. Sanford Fox, Professor of Law, Boston College, Chestnut Hill, Massachusetts
Dr. Vernon Haubrich, Professor of Educational Policy Studies, University of Wisconsin at Madison, Madison, Wisconsin
Dr. Sabin Head, Principal Investigator, Conceptual Project, ISMRRD, The University of Michigan, Ann Arbor, Michigan
Mr. Sam Keen, free lance editor, Psychology Today magazine, Delmar, California
Dr. Haskell Miller, Professor of Sociology, Wesley Theological Seminary, Washington, D.C.
Dr. William Rhodes, Director, The Conceptual Project in Child Variance, Professor of Psychology, The University of Michigan, Ann Arbor, Michigan
Dr. John Seeley, Research Sociologist, University of California at Los Angeles, Los Angeles, California
Dr. Michael Tracy, Assistant Professor of Education, Indiana University, Bloomington, Indiana

Volume IV:

Dr. Bruce Baiow, Professor of Special Education and Educational Psychology, University of Minnesota, Minneapolis, Minnesota
Dr. Paul R. Dokecki, Associate Professor of Psychology and Director of the Peabody Child Study Center, George Peabody College, Nashville, Tennessee
Dr. Herbert Grossman, Postdoctoral Fellow in Special Education, Tufts Medical Center, Boston, Massachusetts
Dr. Samuel L. Guskin, Project Director, Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Indiana
Dr. Jane Kessler, Director of Mental Development Center and Professor of Psychology, Case Western Reserve University, Cleveland, Ohio
Dr. Everett Reimer, independent radical futurologist and author, School is Dead, Rio Piedras, Puerto Rico
Dr. William Rhodes, Director, The Conceptual Project in Child Variance, Professor of Psychology, The University of Michigan, Ann Arbor, Michigan
Dr. Donald E. P. Smith, Professor of Educational Psychology, Director of the Office of Instructional Services, School of Education, University of Michigan, Ann Arbor, Michigan
Dr. Richard J. Whelan, Professor of Education and Pediatrics, Children's Rehabilitation Unit (UAF), Director of Education, University of Kansas Medical Center, Kansas City, Kansas
Dr. Rue Cromwell, Director of Research, Department of Psychiatry, University of Rochester, Rochester, New York

Mr. Peter Marin, former Director of Pacific High School and Fellow at the Center for the Study of Democratic Institutions in California, Santa Barbara, California

Dr. Jane Mercer, Professor of Sociology, University of California at Riverside, Riverside, California

Dr. J. R. Newbrough, Professor of Psychology and Coordinator for the Center of Community Studies, Peabody College, Nashville, Tennessee

Dr. K. Daniel O'Leary, Director of the Child Psychological Clinic, Stony Brook State University in New York, Stony Brook, New York

Dr. William C. Rhodes, Director, The Conceptual Project in Child Variance, Professor of Psychology, The University of Michigan, Ann Arbor, Michigan

Dr. Bernard Rimland, Director of the Institute for Child Behavior Research, San Diego, California

Dr. Frank Wood, Department of Special Education, University of Minnesota, Minneapolis, Minnesota

Dr. Ann Hill Beuf, Assistant Professor of Sociology, University of Pennsylvania, Philadelphia, Pennsylvania

Dr. Samuel J. Braun, Clinical Director, Preschool Unit and Coordinator of Children's Services, Cambridge-Somerville Mental Health and Retardation Center, Cambridge, Massachusetts

Dr. Judith K. Grosenick, Associate Professor and Coordinator, Area of Emotionally Disturbed, Department of Special Education, University of Missouri, Columbia, Missouri

Dr. Jeannine Guindon, Director of the School of Psycho-education and Professor of Psychology, University of Montreal, Montreal, Quebec

Dr. Nicholas Hobbs, Provost, Acting Director, Vanderbilt Institute for Public Policy Studies, Vanderbilt University, Nashville, Tennessee

Ms. Marion Moses, third year medical student, Temple University School of Medicine, Philadelphia, Pennsylvania, and a former administrator of the Health Program for the United Farm Workers

Dr. William C. Rhodes, Professor of Psychology and Director of the Conceptual Project in Child Variance, ISMRRD, The University of Michigan, Ann Arbor, Michigan

These consultants were also interviewed on video tape concerning relevant issues, and consultants for each volume met as a group to expand these discussions. The group meetings were also filmed on video tape. Proceedings from the group meetings have been published as A Study of Child Variance, Volume V: Conference Proceedings.

In addition, an Exercise Book was prepared to accompany the volumes. In the Exercise Book, individual and group training activities are described, based on the information in Volumes I-IV. An urban and a rural data bank were prepared, based on real communities, as adjuncts to the exercises. Consulting on the preparation of the Exercise Book were:

Dr. Frank Bruno, Assistant Professor of Education, Michigan State University, Lansing, Michigan

Dr. Claude Marks, Associate Professor and Chairman, Department of Professional Services, The University of Delaware, Newark, Delaware

Dr. Abe Nicolaou, Professor, Department of Special Education, Western Michigan University, Kalamazoo, Michigan
Dr. Edward Schultz, Professor, Department of Special Education, The University of Maine, Farmington, Maine
Dr. Susan Swap, Professor, Department of Child Study, Tufts University, Medford, Massachusetts
Dr. Ron Wolthius, Professor, Department of Special Education, Michigan State University, E. Lansing, Michigan

The volumes of A Study of Child Variance were reviewed, in prepublication editions, by (1) the expert consultants, and (2) the Primary Audience of 325 teacher trainers. Feedback from these groups provided the basis for revision of the original manuscripts. Workshops were held around the country (Detroit, San Francisco, Kansas City, Atlanta and Boston) to introduce the Primary Audience to the books and tapes produced by the Project. Additional information and suggestions regarding the utilization of the materials were received at these meetings. In addition, presentations were made at the national CEC and ACLD conventions each year.

The Conceptual Project has received wide acceptance among trainers. Over twenty-five thousand volumes have been distributed by the Project. Thirteen thousand of these were distributed free of charge to an audience of professionals in related fields and to every college/university library in an institution with a Special Education program. Volumes I and II are presently available from the University of Michigan Press, a commercial publisher. It is gratifying that sales of these volumes have continued to climb, even at a greatly increased price per volume. Arrangements have been completed to turn over Volumes III, IV, and V to the same publisher at the close of the Project, so that the entire series will continue to be available to the public.

The Conceptual Project video tapes have also been enthusiastically received. Each set of tapes was produced in connection with the authentication process for one of the research phases. The tapes produced are:

General Introduction

A Study of Child Variance: Part A, Theories

A Study of Child Variance: Part B, Interventions

Topical Interviews

Theories

Bernard Rimland-Biogenic

Jay Birnbrauer-Behavioral

Jane Kessler-Psychodynamic

Thomas Scheff-Sociological

Edwin Willems-Ecological

Herbert Grossman-Countertheory

Everett Reimer-Countertheory

Interventions

Allan Cott-Biogenic

K. Daniel O'Leary-Behavioral

Jeannine Guindon-Psychodynamic

Carl Fenichel-Behavioral/Psychodynamic

LaMar Empey-Environmental

Humphry Osmond-Environmental

Peter Marin-Countertheoretical

Care Delivery Systems

Vernon Haubrich-Education

John Seeley-Mental Health

Sanford Fox-Legal/Correctional

Haskell Miller-Religious

Richard Cloward-Social Welfare

Sam Keen-Counterinstitutions

Discussion Topics (Conference Excerpts)

Theories

Borrowing Across Theories

Interventions

Ethical Issues

Forms and Effectiveness of Institutions

Effective Teaching

Care Delivery Systems

Bullets and Ballots

Special Problems and Needs of Caring Institutions

We Begin in the World

Defining Deviance

Redefining Values

The Future

Child Care in a Strained Society

Schools, Melting Pot, and Differences

Who Cares for America's Children?

The following colleges and universities have rented or purchased the video tapes:

University of Minnesota, Minneapolis, Minnesota
University of North Colorado, Greeley, Colorado
Boise State University, Boise, Idaho
University of Delaware, Newark, Delaware
Slippery Rock State College, Slippery Rock, Pennsylvania
California State College, California, Pennsylvania
Marymount College, Arlington, Virginia
Texas Woman's University, Denton, Texas
University of Southern Mississippi, Hattiesburg, Mississippi
University of Wisconsin, Whitewater, Wisconsin
University of Iowa, Iowa City, Iowa
Armstrong State College, Savannah, Georgia
University of Nebraska, Lincoln, Nebraska
Community Mental Health-Mental Retardation Center, Lawrenceburg, Indiana
Southern Illinois University at Edwardsville, Illinois
Learning Resources Service; Southern Illinois University at Carbondale, Illinois
Western Michigan University, Kalamazoo, Michigan
College of William & Mary, Williamsburg, Virginia
Purdue University, W. Lafayette, Indiana
University of North Carolina, Chapel Hill, North Carolina
Michigan State University, E. Lansing, Michigan
Indiana University, Bloomington, Indiana
Public School of the District of Columbia, Washington, D.C.
University of Connecticut, Storrs, Connecticut
University of Massachusetts, Amherst, Massachusetts
University of Georgia, Athens, Georgia
Governors State University, Park Forest South, Illinois
University of Queensland, St. Lucia, Australia
University of Louisville, Louisville, Kentucky
Bowie State College, Bowie, Maryland
California State University, Los Angeles, California
George Brown College, Toronto, Canada
Tennessee Technological University, Cookeville, Tennessee
Eastern Michigan University, Ypsilanti, Michigan
Westminster School District, Westminster, California
University of Saskatchewan, Saskatoon, Canada
Learning Opportunities, Irving, Texas
Syracuse University, Syracuse, New York
Indiana State University, Terre Haute, Indiana
Marshall University, Huntington, West Virginia
University of Utah, Salt Lake City, Utah
University of Florida, Gainseville, Florida
University of Victoria, British Columbia, Canada
New England Medical Center Hospital, Boston, Massachusetts
Utah State University, Logan, Utah
State University of New York, Albany, New York
Florida Mental Health Institute, Tampa, Florida

Arrangements have been made with The University of Michigan Audio-Visual Education Center to continue the rental distribution of the video tapes in

cassette form. Due to the poor quality of some of the early tapes, only the Conference Excerpts will be available.

The impact on students who have worked directly in the Project can be measured by numerous publications growing out of their Project assignments, many credit hours for research, many major papers at conventions, and many Ph.D. level credits for either dissertations or major research papers required for Ph.D. programs in psychology and education at The University of Michigan. In several instances, total careers have been changed and shaped by the student's involvement in research in specific areas such as biophysical theories, behavioral theories, etc.

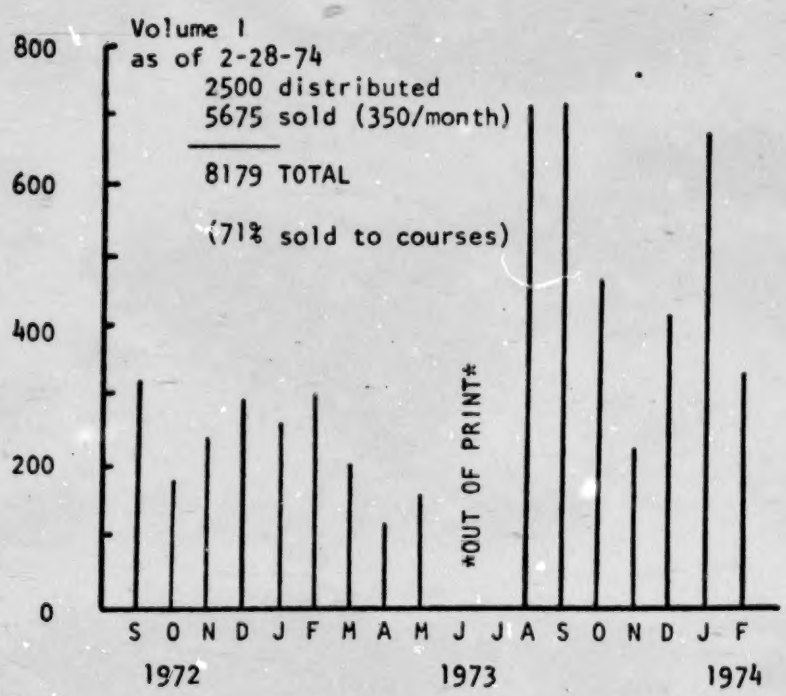
Many consultants came to Ann Arbor to review the Project and provide consultation on its activities: Dr. Frank Wood, Dr. Frank Bruno, Dr. A. J. Pappanikou, Dr. Edward Schultz, Dr. Peter Knoblock, Dr. Herbert Quay, Dr. Joseph Motto, Dr. Robert Kozma, Dr. Paul Graubard, Dr. Glenn Ohlson, Dr. Wilbur Lewis, Dr. James Paul, Dr. Richard Whelan, and Dr. Raynor Beech. Dr. Spencer Gibbons, Dr. Susan Swap, and Dr. Michael Tracy, all former members or associates of the Project, provided invaluable consultation and contributions.

Special consultants for Volume IV were: Dr. William C. Morse, Dr. Herbert Quay, Dr. A. J. Pappanikou, and Dr. Paul Graubard. Special consultants for the Exercise Book were: Dr. Frank Bruno, Dr. Claude Marks, Dr. Abe Nicolaou, Dr. Edward Schultz, Dr. Susan Swap, and Dr. Ron Wolthius.

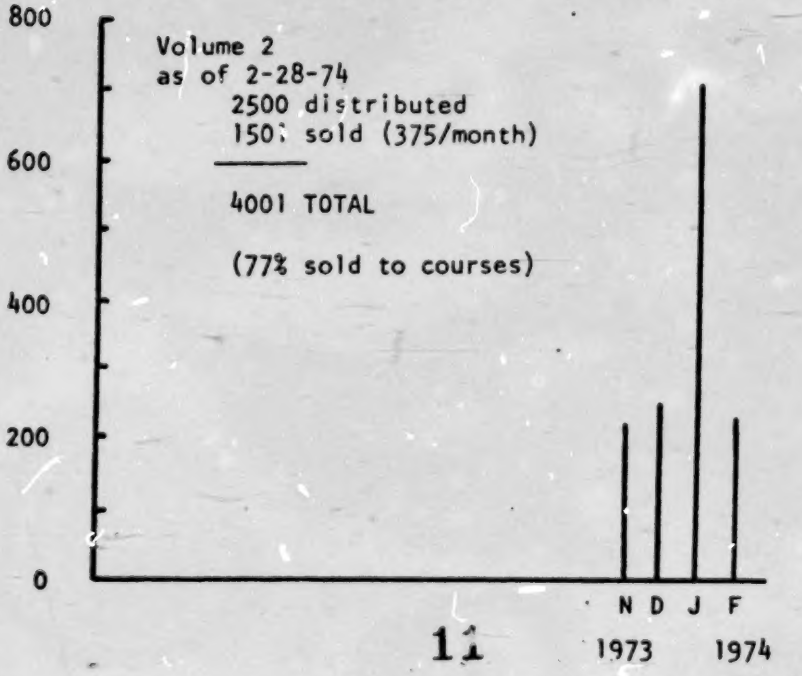
The Project also employed an invisible faculty of reviewers, some of whom have also served in the past as leaders of the Project's workshops: Dr. Evelyn Adlerblum, Dr. Joyce Broome, Dr. Henry Boudin, Dr. Frank Bruno, Dr. Paul Graubard, Dr. Judith Grosenick, Dr. Peter Knoblock, Beverly Kochan, Dr. Theodore Kurtz, Dr. Claude Marks, Dr. Robert McCauley, Dr. John Mesinger, Dr. Ronald Neufeld, Dr. James Paul, Dr. Glenn Ohlson, Dr. A. J. Pappanikou, Dr. Phyllis Publicover, Dr. Herbert Quay, Dr. Edward Schultz, Dr. Gabriel Simches, Dr. Frank Wood, and Dr. Lloyd Wright.

DISSEMINATION RECORD

A STUDY OF CHILD VARIANCE



NUMBER OF BOOKS SOLD (MONTHLY)



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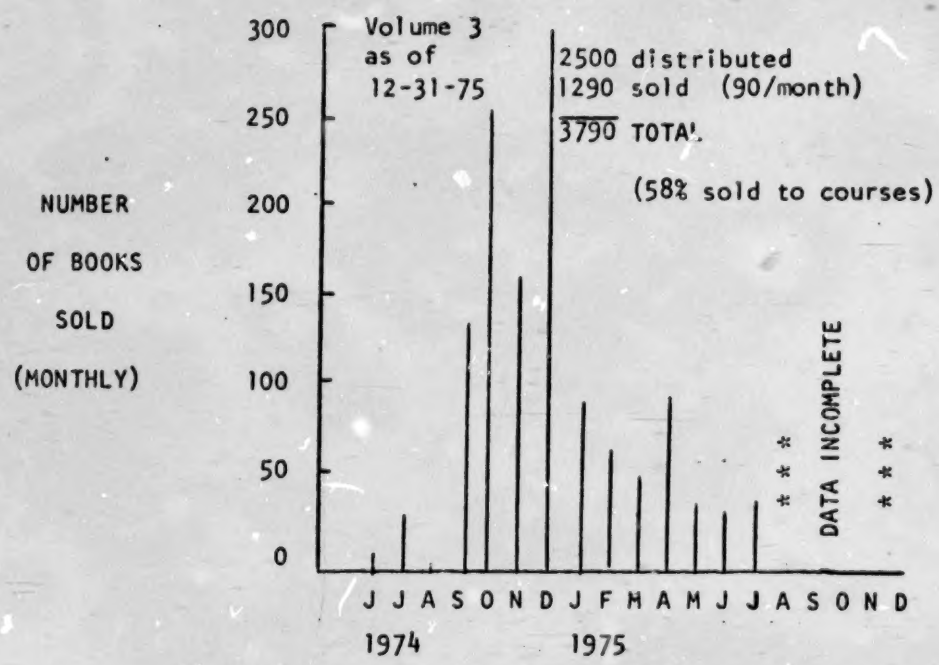
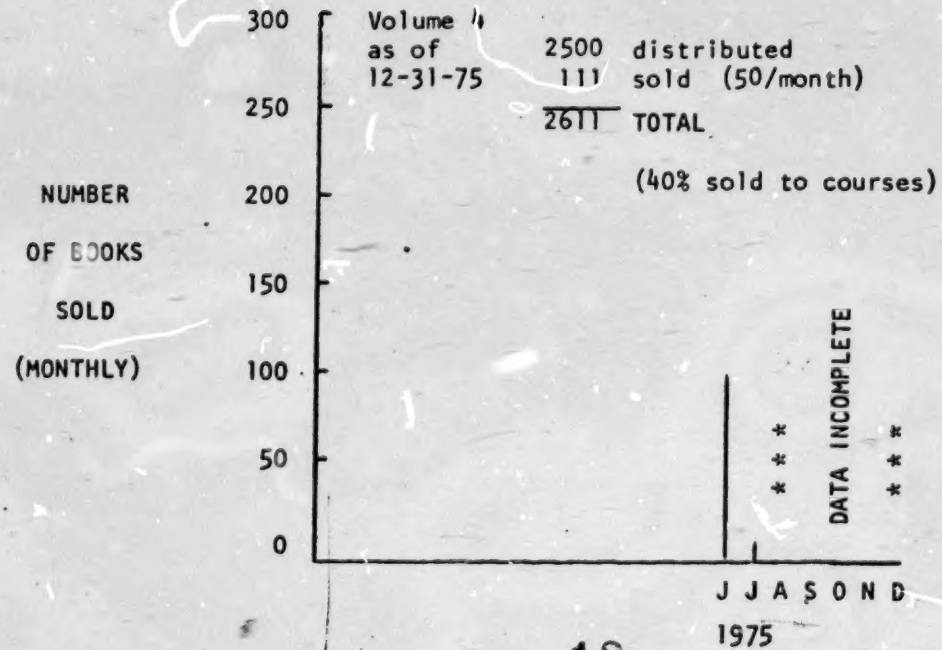
A STUDY OF CHILD VARIANCE





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